

**Grade 2 Weeks 1-6 Lesson Seeds  
Table of Contents**

Click on the yellow outlined page number box to link directly to that seed.

<b>Page</b>	<b>Seed</b>
3	#1 RL.2.1 , RI.2.1 Ask and answer questions to demonstrate understanding.
5	#2 RL.2.4 Describe how words and phrases supply meaning in a story.
6	#3 RI.2.4 Determine the meaning of words and phrases relevant to the text.
9	#4 RI.2.4 Describe how words and phrases supply meaning in a story.
11	#5 RL.2.2 Recount stories and determine the central message.
13	#6 RL.2.3 Describe how characters respond to major events and challenges.
14	#7 RI.2.2 Identify important information in a text.
15	#8 RI.2.2 Identify important information in a text.
17	#9 RI.2.5 Know and use various text features.
19	Resources

Also utilize the [Suggested Standards Map for English/Language Arts](#) located in the Literacy Closet &/or the Gheens Website.

**Unit Title: Thinking, Talking, Reading and Writing about Comparing and Contrasting in Literary and Informational Texts.**

**Overview:** During this unit, readers think, talk and write about recounting of stories and how characters respond to major events and challenges in literary text. Students work on determining importance in informational text. Students identify the main topic and focus of a multi-paragraph text. Students determine understanding of key details in a text and how the author uses text features to locate key facts and information in a text efficiently.

Although this unit focuses on specific standards, balanced literacy must be ensured so that students progress in all aspects of reading. Writing should occur both during the Reading Workshop and the Writing Workshop. During the Reading Workshop, writing will focus on writing about reading. During Writing Workshop, writing will focus on the writing process.

**Focus Standards:**

- RL.2.1: Ask and answer such questions as *who, what, when, where, why and how* to demonstrate understanding of key details in a text.
- RL.2.2: Recount stories, include fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3: Describe how characters in a story respond to major events and challenges.
- RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.2.1: Ask and answer such questions as *who, what, when, where, why and how* to demonstrate understanding of key details in a text.
- RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menu, icons) to locate key facts or information in a text efficiently.
- RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Supporting Standards:** W.2.3, W.2.5, W.2.6, W.2.7, W.2.8, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1a-f, L.2.2, L.2.4, L.2.5

Reading Workshop is the recommended framework for standards-based reading instruction. The workshop framework is a cycle of differentiated support that begins with whole group instruction, narrows to small group and individual instruction based on student need, and concludes with whole group sharing. Assessment and intervention are embedded within the workshop framework.

Classrooms that do not use a workshop framework are expected to implement research-based reading instruction daily. **Research-based reading instruction provides daily opportunities for students to experience:** interactive read alouds, shared reading, whole group mini-lesson, small group instruction, conferring with a teacher, independent reading practice, thinking, talking and writing in response to reading, and closure.

Teachers meet with small groups of students on a rotating basis and meet with the lowest achieving students daily. Targeted interventions are provided for students who need more support. Whole group, small group, and individual instruction should be standards-based.

This unit includes multiple lesson seeds. Lesson seeds include objectives, learning targets, sample activities, anchor charts, thinking stems, and formative assessment suggestions. Lesson seeds should be used to build or grow a learning experience, and are for the whole group mini-lesson. A learning experience includes standards, learning targets, materials, formative assessment opportunities, mini-lessons (e.g., teach/model/demonstrate, guided practice), daily work time (e.g., guided reading, focus groups, and/or book clubs) and daily group sharing (reflection and evaluation of the learning). **Some lesson seeds are designed to take multiple days.** For example, the mini-lesson might take one or two days, the guided practice would become the mini-lesson for the following day, and possibly extend to the next day. In addition, based on formative assessment, if the majority of students did not understand the mini-lesson concept, seeds may be repeated with different texts or excerpts. Although it may take more than one day to get through one seed, always remind readers of the focused learning target at the end of the daily mini-lesson. Then, send readers off to read on their own with a directive relating to the mini-lesson for their independent reading and writing. After work time, readers are gathered again to discuss and share the strategies and thinking they used while reading and writing and how they might have grown as readers.

Interactive read alouds, as well as on-level shared reading experiences allowing students to see and hear fluent reading of the text, should be included daily in addition to the reading during the mini-lessons. Many seeds revisit texts that have previously been read in prior experiences of shared reading and/or read alouds.

**These curriculum units should not replace the work teachers need to do to support students in their development of phonemic awareness, phonics, word recognition, and spelling skills.** Reading

Foundational Standards will be addressed daily during Word Study, which may occur before the reading workshop. Students will have opportunities to apply and reinforce the use of word recognition skills and strategies during Reading Workshop and Writing Workshop. For example, when a teacher models letter-sound correspondence during a Word Study lesson, the teacher will want to draw attention to using the skill during the workshop mini-lesson, and provide opportunities for students to apply their use of the skill during authentic reading and writing.

Writing Standards 1-6 and most Language Standards will be taught during Writing Workshop, which is separate from Reading Workshop. However, these standards will be reinforced and support the learning of other standards throughout these units.

**Handwriting Instruction** - During this six-week unit, students in second grade should receive manuscript and/ or modern manuscript handwriting instruction on a daily basis as part of their word study and writing times. Appropriate manuscript letter and word formations are introduced, modeled and practiced in authentic writing tasks. Ex., writing to learn, demonstrate learning or for publishing. The JCPS Handwriting Map, which includes a link to resources to support instruction in cursive letter formation, can be found on our website.

**Objective: Students will think about their thinking (i.e., making connections, asking, and answering questions) while reading to make sense of key ideas and details in a text.**

### Lesson Seed #1

#### Learning Targets:

I can think about my thinking as I read. (RL.2.1 & RI.2.1)

I can make connections to a text. (RL.2.1 & RI.2.1)

I can ask questions before, during, and after reading a text. (RL.2.1 & RI.2.1)

I can answer questions before, during, and after reading a text. (RL.2.1 & RI.2.1)

**Note:** This seed is adapted from an experience on metacognition described in Comprehension Connections by T. McGregor. Good readers monitor their thoughts, or think about their thinking, while reading. No matter the level of readers, time should be spent noticing, naming, and exploring metacognition.

Materials for this lesson include one large bowl labeled “real reading salad”; two small bowls, one labeled “text” and the other “thinking”; small red paper squares that say “text”; small green paper squares that say “thinking”; a challenging adult book you may be currently reading outside of school (i.e., Warriors of God); and a deep thinking picture book. A deep thinking picture book recommended for this seed is Don’t Laugh at Me, by Seskin and Shamblin. The authors are songwriters. The text is actually a song and recorded by music artists, Peter, Paul, and Mary. However, any deep thinking picture book will work for this seed. Copy a few sentences from the text onto the Metacognition ThinkSheet ([LINK](#)). Make copies for each student.

**Mini-Lesson(s):** (RL.2.1 & RI.2.1, RL.2.4, 2.10; RI.2.4, 2.10; SL 2.2-2.3) Students are asked to pretend to be the teacher by listening to you read. They will evaluate you as a reader. Begin by telling them how the book you are about to read was recommended by a friend and has several hundred pages and contains many difficult words. Tell them the text is challenging for you but you will do your best as you read the first paragraph. Read the text with expression and at an appropriate rate with no difficulty. Have students turn and talk about what they think of you as a reader. Responses will include how good of a reader you are and how you read all of the words with no help.

Let them in on a little secret about yourself when you were in school. Tell them how sometimes you faked your teachers and other people out when you were reading. You always raised your hand to read aloud in school and did an awesome job by reading aloud really hard words and reading very fast. But there was something you weren’t doing. You were not thinking. You were just reading the words. If your teacher would have asked you questions about what you read, you wouldn’t have been able to give thoughtful answers. Explain about fake reading and how you were doing fake reading as you just read aloud. It sounded good, but you were not doing any thinking. Ask students if they have ever done fake reading. Explain how they are being metacognitive by thinking about their thinking.

Explain how you will model real reading and how it is like a tossed salad. Introduce the materials and how they will help understand more about real reading. *A tossed salad might be a mixture of lettuce and tomatoes. A “reading” salad is a mixture of text and thinking.* Each bowl is filled with cards. The text bowl includes red cards that say “text” (tomatoes). The thinking bowl includes green cards that say “thinking” (lettuce). *With your help, we will make reading salad while enjoying a great book! I am going to show you exactly how real reading works.* Explain how you will point to the text while reading the text and point to your head when you are thinking. Choose one helper to be in charge of the text bowl, and one helper to be in charge of the thinking bowl. One helper puts a red card into the

salad bowl each time you point to the text. The other helper puts a green card into the salad bowl each time you point to your head. During your thinking, model making predictions, making connections, and asking and answering questions. Model text-thinking-text-thinking. After midway through the book, send helpers back to the group, and have students turn and talk on what they have just seen and what they are thinking.

Guided Practice: (this may occur during the next mini-lesson) *Listen as I continue to read, but this time you will do the thinking.* Drop in a red text card each time you read. Then, call on readers to share what's going on inside their head. Have each reader drop in a green thinking card as they share their thinking. After reading each page of text, have several readers share their thinking to model more thinking than reading so that more green cards are being added at a much faster rate. After reading, guide readers to realize how much more green (thinking) there is in the salad than red (text). Discuss how real reading should include much more thinking than reading to understand. Create an anchor chart.

**Work Time:** Remind readers again of the learning targets. Provide each reader with a Metacognition ThinkSheet. Read the text on the text side together and have each reader write about their own thinking from this text. This independent practice from the mini-lesson should last no more than ten minutes. Then send students off to work time with a directive to begin to think more about noticing their own thinking as they are reading their own texts at their independent reading level. Have them track their thinking on a post-it note, a ThinkSheet, or reader's notebook, for evidence of this great thinking by recording the text (and page number if applicable) on one side and their thinking on the other.

While students are working, you will either circulate the room, listening in or conferring with them on their reading or pull small groups to provide focus group instruction for students needing additional support. Guided reading groups are also to be pulled at this time.

**Share:** Bring students back together. Have readers share their thinking about the chosen part of the text. Have them share parts from their own texts, their thinking, and how they tracked their thinking.

#### Sample Thinking Stems/Anchor Chart:



**Formative Assessment Opportunities:**

- Listen in during turn and talk for understanding about reading and thinking.
- Use student writing during independent practice as an exit slip for thinking about their thinking.
- Observe or coach-in during independent reading for noticing and tracking their thinking from their own texts.
- Check for understanding of noticing their thinking during small groups by having readers begin to track their thinking.

**Objective: Students will determine the meaning of and be able to use grade appropriate words and phrases through conversation and reading and writing.**

**Lesson Seed #2**

**Learning Targets:**

I can determine the meaning of grade appropriate words and phrases. (RL.2.4)

I can use grade appropriate words and phrases when reading and writing. (RL.2.4)

**Notes:** This seed focuses on vocabulary words and should be repeated on a weekly basis. The focus is on Tier 2 words, which are “likely to show up with high frequency in a mature language users vocabulary and include words like *fortunate*, *desperate*, and *alienate*. They’re words that teachers need to use when speaking with students and focus on when teaching vocabulary.” (Taberski)

**Mini-Lesson: (RL.2.4, RI.2.4, L.2.2, L.2.6)** This activity is called “Words Words Words” and is taken from Taberski’s Comprehension from the Ground Up: Simplified, Sensible Instruction for the K-3 Reading Workshop.

1. Identify three Tier 2 words from a previously read text. The Tier 2 words you choose should be words you want students to become more familiar with and eventually own. To “own” a word, students need to interact with it repeatedly over time until they understand what it means when they read it, hear it and can use it in oral and written expression. **Goal:** add three new words to the “Words Words Words” chart each week.

2. Write each word on a sentence strip that has been precut to fit the width of your “Words Words Words” chart. This chart needs to remain posted and available to students.

3. When adding a word to the chart, reread the sentence from the book in which the word was found and discuss its meaning. Give students a sample sentence that contains the targeted word and also ask them to think of a sentence with that word. Have students share their sentence.

**Work Time:**

4. Attach the word strips to the chart and explain to students that they are to be on the lookout for them as they read, write and hear conversations during work time. If they find one of the Tier 2 words in a book they are reading or use one of the words in their writing, they should place a post-it note there. If they hear or use a word in conversation, they should write the sentence down into their vocabulary notebooks.

As whole-class meetings occur, students should bring with them their book, piece of writing, or paper with the oral sentence they’ve recorded. This is a time for students to share.

**Share:**

5. Ask students as appropriate to share one of their “found” words. Allow several students to read the sentence, omitting the targeted word so classmates have to fill in the blank.
6. Once the missing word has been identified, place a tally mark next to the word on the chart. Be sure to ask students why they chose that word over the others on the chart. This will help children realize that they should consider the context in which a word is used to determine meaning.

**Thinking Stems/Anchor Chart:**

- A chart is necessary to post the words of the week. This chart is to stay posted at all times.

**Formative Assessment Opportunities:**

- Are students using the Tier 2 words correctly in their own writing?
- Are students marking the Tier 2 words when they come across them in books they read?
- Are students coming prepared to the class meetings, ready to share?

If students are struggling with any of the above, it may be best to provide additional support during small group instruction.

**Objective: Students will ask and answer questions to help determine the meaning of words and phrases in a text.**

**Lesson Seed #3**

**Learning Target:**

I can clarify or learn the meaning of words by asking and answering questions. (RI.2.4)

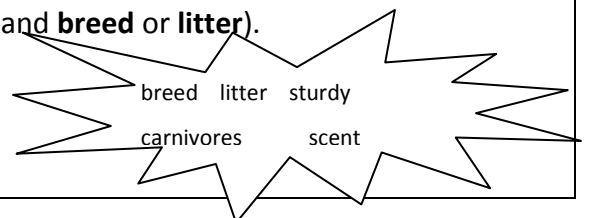
**Note:** Vocabulary is best taught within the context of the text students are reading. The goal of content vocabulary instruction is to make the text itself more meaningful. The purpose of this seed is to provide ideas for vocabulary instruction before reading, while reading, and after reading of informational text. This lesson seed has been developed utilizing suggestions shared by Nancy Boyles.

Marie Clay taught us to think about meaning, structure and visual information and rereading to cross check all cueing sources at word difficulty. However, academic, domain specific vocabulary often cannot be learned through context. These words need to be briefly ‘frontloaded’ before the lesson, so during reading students recognize the word and gain some meaning to begin the learning of the new word.

Before reading the text, identify the most important/essential words in the book to support student understanding (no more than six or seven). For this lesson seed we will use the easy to read, First Discovery Dogs (CL). Introduce the words using a **five** minute “word splash” activity. Write the words in a cloud or on a chart (see below).

Some of the words will be **Tier 2 Words:** Words important to the text, but also useful to students’ speaking and writing vocabularies (that enhance comprehension). They may be words students have heard but can’t effectively use. Choose these words carefully, like **sturdy** or **scent**. Write these words on a chart.

Some of the words will be **Tier 3 Words:** New academic, vocabulary words, those you need to understand particular domains of knowledge. In this text, they are words important to comprehending the science content (**carnivores**, **muscular**, and **breed** or **litter**). Add these words to the chart.



**Mini-Lesson:** (RI.2.4, 2.5, 2.10; RL.2.4, SL.2.3, 2.4, 2.6; RF.2.1, 2.3, 2.4; W.2.8; L.2.1, 2.2, 2.4, 2.5) Ask students to identify a word they have seen before. *Do you know anything about these words? Turn and talk with your partner, discuss anything you know about these words.* Have students share their thoughts. Clarify their understanding and discuss any words they don't know. Read the words as you point to each word, and ask students to predict how all these words will fit together in the book, First Discovery Dogs. Now students have a reading purpose, and they can determine if their predictions were close. Begin reading the book. Project the book using the visualizer so all students have access to the text.

If you encounter additional words, which need clarification, quickly record the word on the chart and briefly discuss the meaning of the word and continue reading. After reading the text is the time to **reserve** for explicit vocabulary instruction. Remember to provide many exposures to the new word(s) over the next few days (explain and give examples). Ask students to explain the words and give examples.

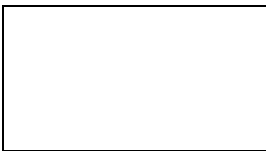
*Now let's focus on asking and answering questions to learn the meaning of words.*

Return to the text, First Discovery Dogs. Model for students how to ask and answer questions about the meaning of words. Create an anchor chart, "The word I'm learning is." *Listen as I ask and answer questions about the meaning of this word. Write the word "breed." I wonder. Does the meaning of this word have anything to do with dogs? Here is what the text said that made me think of this question. The book tells us, "Dogs come in all shapes and sizes." I also notice an illustration that shows the different dogs and the shape and size of a dog's head. I am going to draw a picture of a dog. Next, I am going to write an example of this word.* Have students turn and talk about what they heard and saw you do. Provide support as needed.

### **Splash Vocabulary Anchor Chart**

The word I'm learning is breed.

Here's the way I picture this word:



Here's the way I would explain this word. Dogs come in all shapes and sizes. The different kinds of dogs are called breeds.

Guided practice: (This may occur during the next mini-lesson.) Have students choose a word they are trying to learn the meaning of from the chart. *In your reader's notebook, write the word you are learning. Sketch the way you picture this word. Explain or write an example of the word. Share your work with a partner.* Monitor students as they work and provide guidance and support when needed. Identify students who may need small group support during work time.

**Work Time:** Send students off to work time with a directive to learn the meaning of words by asking and answering questions about the word they are investigating. *Remember you can learn the meaning of words by asking and answering questions. In your reader's notebook, write the title of the informational book you are reading. Keep a list of words that are unclear to investigate later. Choose one or two words. Return to the page in the book that has the word. Use the information on the page to ask and answer questions. Write the word you are learning. Sketch the way you picture this word.*

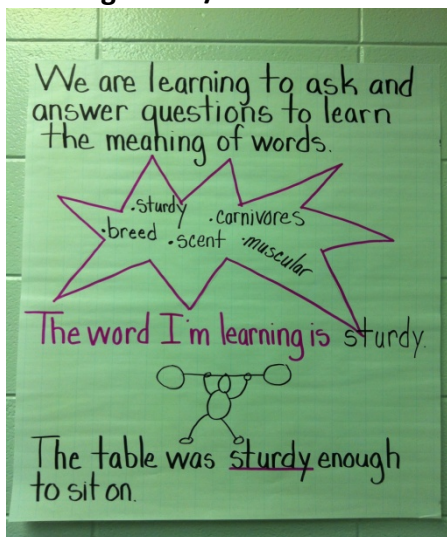


*Explain or write an example of the word. Refer to the “The word I’m learning is” anchor chart. This independent practice from the mini-lesson should last no more than 15 minutes. Then, students transition into other work time activities. Students will also read text that is at their independent reading level.*

While students are working, circulate the room, listening in to their reading or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

**Share :** Bring students back to the carpet to share. Have students share their list of unclear words and “The word I’m learning is” activity.

**Thinking Stems/Anchor Chart:**



- Splash Vocabulary Activity
- The word I’m learning is \_\_\_\_\_  
Here’s the way I picture the word

Here’s the way I would explain this word: \_\_\_\_\_  
An example of this word or another word that is like this word is \_\_\_\_\_

**Formative Assessment Opportunities:**

- As students turn and talk, listen in to their conversation and provide support and guidance when needed.
- When students are working with their partner, monitor students and provide guidance and support when needed.
- Reader’s Notebook: “The word I’m learning is” activity

**Objective: Students will distinguish literal and nonliteral language.**

**Lesson Seed #4**

**Learning Targets:**

I can listen for interesting language when being read aloud to. (RL.2.4)

I can identify and record interesting language while reading independently. (RL.2.4)

**Note:**

Ideas for interactive read aloud lessons have been included in the rest of these seeds. The read aloud should occur prior to the mini-lesson. This will allow you to revisit these texts, or parts of these texts, during the mini-lesson. During the interactive read aloud you will model deep thinking, fluent reading, and how to have conversations about books. You will also be exposing students to complex texts that they may not be able to read independently.

Building student's vocabulary begins with students becoming aware of the words around them and noticing words and phrases they find interesting. When students begin paying attention to language and the word choice of authors, they will begin to use this language in their own writing. The purpose of this seed is to build word-consciousness in the classroom through making students aware and excited about language. This is only the beginning to building students vocabulary.

**Interactive Read Aloud:**

Before reading the text think about the routines and procedures you want in place for read aloud time. Pair students with a reading partner so that during read aloud students are able to turn and talk about the text. This allows students to construct meaning of the text. This partnership should stay the same for the entire read aloud book. Before beginning the read aloud, select a student to model how to turn and talk during the read aloud. Model how partners should face each other, look each other in the eye, while demonstrating appropriate body language. Start an anchor chart labeled "Effective Listening" and "Effective Speaking."

Choose a picture book with interesting language such as Painted Words By Alik. Select specific parts in the text where students are invited to turn and discuss the book. For example, after reading the part where Mari (the main character) notices the gray clouds say: *Turn and talk to your partner about how you think Mari is feeling when her mother says to her "Eyes speak many words, and a smile is a smile in any language" and why you think that.* Then bring students back together to share their thinking. Another discussion question might be: *Turn and talk about whether or not you think it was important for her mother to say these words to her and why?* While students are sharing provide language support and offer feedback.

**Mini-Lesson: (RL.2.4, 2.5, 2.10; RF.2.4a, 2.4b; L.2.5a; W.2.8, 2.10; SL.2.1a, 2.1b, 2.1c) This seed is intended to span more than one mini-lesson.**

Reread the first 3 pages of Painted words by Alik. Think aloud about the interesting language the author uses and point out words and phrases that you find interesting. *Wow! I just love this phrase: "Marianthe felt hot and frozen at the same time." It makes me think that she must be really nervous about starting a new school. I also love the words "chicken feet, humps and moons." This must be what the English language looks like to someone who does not know the language.* Continue to read a few more pages, pausing to think aloud interesting and words and phrases.

Tell students that you are going to reread a few more pages as they listen for words or phrases that they find interesting. Have students share out and chart their responses. Ask students to explain why

they chose that word or phrase. Do you like the way the word sounds? Is it unusual? Does it help to paint a picture in your mind? At this point students may not be able to explain why they find the word(s) interesting. By continuing to model and think aloud about interesting language student's explanations will become more sophisticated. Eventually you will want students to explain why they find the language interesting and how the language helps them as a reader.

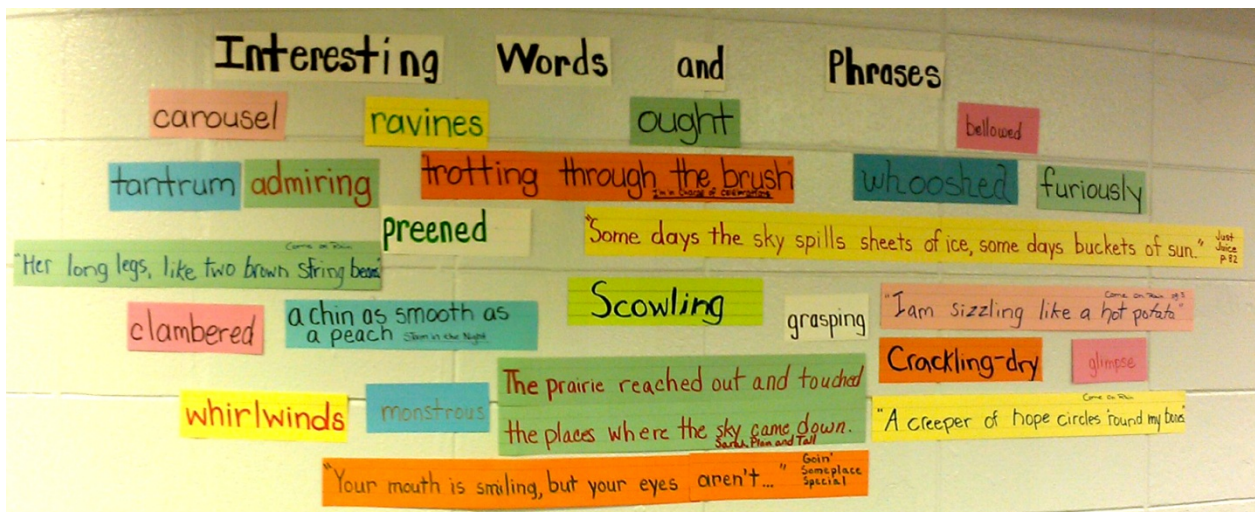
**Guided Practice:** (this may occur during the next mini-lesson). Provide students with a copy of either a familiar poem or the last few pages of Painted Words. Tell students that they are going to work with a partner to reread the poem or the pages from the book. Begin by each person taking turns reading the text. Have each student underline 2-3 words and/or phrases that they find interesting. Then, have partners form groups of four to discuss the language they found interesting and why they found it interesting. Write the following questions on chart paper to help guide their thinking: Which words or phrases did you find interesting? Why did you find it interesting? Why do you think the author chose to use that word/phrase? As students are working in their small groups listen in to students conversations. Briefly bring students back together and select a few students to share with the whole class.

**Work Time:** Remind students of the learning targets. While reading books at their independent level have students record either on post-it notes or in their reader's notebooks language they find interesting. While students are working, you will want to either circulate the room, listening in to their reading or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

**Share:** Before bringing students back together ask them to select one word or phrase that they found interesting and be ready to share their thinking. For this share time you could either have students turn and share with a partner or randomly choose 3-4 students to share their thinking. Continue to ask students why they found the language interesting. After share time, provide students with a sentence strip to record the word or phrase they chose. Post students words on an anchor chart.

**Thinking Stems/Anchor Chart:**

- What words/phrases did you find interesting? Why?
- Which words or groups of words seem powerful and why?
- Why do you think the author chose that word/phrase?



**Formative Assessment Opportunities:**

- Collect and analyze students work from the guided practice portion. Are they able to identify interesting language?
- Listen in to students conversations. Are students able to explain why they chose that the word/phrase?

**Objective: Students will recount stories and determine the central message, lesson, or moral.**

**Lesson Seed #5**

**Learning Target:**

I can recount a story. (RL.2.2)

I can determine the lesson in a story. (RL.2.2)

**Mini-Lesson(s):** (RL.2.2, 2.1, 2.3, 2.4, 2.5, 2.10; W.2.3; SL.2.1, 2.2, 2.3; L.2.1, 2.2, 2.3) **This seed is intended to span more than one mini-lesson.** *As we read stories throughout the year, we will find out that each story has a beginning, middle, and end. The authors of stories write the beginning to help us know what the story will be about. Throughout the story the author includes details to help tell the story. The author wraps up the story at the end. When an author writes a story, he/she has a message to share with us. The message is what the author wants us to learn from the story. Sometimes the author tells us what the message is and sometimes we have to figure it out from the story.*

*Today we'll read a story titled Painted Words by Alik. As you listen to the first page think about all of the information you already have about the story. Read aloud only the first page of the book. Think about what you know so far and turn to a partner and share your thinking. Students turn and talk. What information do we have so far about the story? Record student responses under the "Beginning" column on the chart. Look at how the author has introduced us to the story on just this page. We know that... (refer to chart). Let's continue reading to see what happens on the first day at the new school. Read aloud the next 6 pages. Let's think about what the author has shared with us since the beginning of the story. Turn and talk with your partner about what has happened in the story so far. Students turn and talk. Listen in on their conversations to see if they are noticing that Mari is communicating through painting. When you notice a pair sharing that thinking, ask them to be ready to share with the whole group.*

*As I was listening to you talking I heard people talking about the events in the story. What information do you think we need to record on our chart now? Make sure the chart includes the idea that Mari is communicating through her paintings. Let's continue reading and thinking. Read aloud the next 4 pages. Turn and talk with your partner about what is happening in the story now. Students turn and talk. Listen in on their conversations to see if they understand the meaning of Mari's picture.*

*What do you think we need to include on our chart for the middle of the story now? Record student responses in the "Middle" column. Now let's finish the story and see what should be recorded in our "End" column. Read the remaining pages of Painted Words aloud. What do you think we should record in our "End" column? Record the end of the story on the chart.*

*Remember I said that authors write stories to share a message or to teach us something. Sometimes the author tells us the message and sometimes we have to figure it out. Did the author tell us the message or lesson from this story or do we need to figure it out? Turn and talk with your partner about what you think the message of the story is. Students turn and talk. Listen in on their conversations to see if they are identifying a message from the story. What do you think the message or lesson is from*

*this story? Record student responses in the “Message” column on the chart. Why is the author’s message important? How does it help you appreciate and understand other cultures? How does it help you be a better member of a community? (Social Studies SS-EP-2.31 & SS-EP-2.32)*

*Guided Practice: Now you’ll work in groups of 4 to practice recording your thinking about a new story. Divide students into groups of 4 and provide each group with 1 large sheet of paper divided into 4 boxes labeled “Beginning, Middle, End, Message” and 20 post-it notes. Each student will need a pencil and 5 post-it notes. Write your name on each of your post-it notes before we begin. I’m going to read the beginning of a story to you and you will record the information you have so far about the story on one of your post-it notes. Read aloud the first 2 sentences of Poppleton in Winter. Write what you know so far about the story on your post-it note. Students write on their post-it note. Now place your post-it note on the big paper in the “Beginning” box. Teacher will move among the groups to monitor student understanding. Now listen to some more of the story. Read aloud to pg. 11. Now record on a post-it note what has happened in the story so far and place it on the paper in the “Middle” box. Students record their thinking and place the post-it note on the paper in the “Middle” box. Teacher moves among the groups to monitor student understanding of the events in the story. Read aloud to pg. 15. Now record on a post-it note what has happened in the story so far and place it on the paper in the “Middle” box. Students record their thinking and place the post-it note on the paper in the “Middle” box. Teacher moves among the groups to monitor student understanding of the events in the story. Read aloud pgs. 16-17. Now record on a post-it note what has happened in the story so far and place it on the paper in the “End” box. Students record their thinking and place the post-it notes on the paper in the “End” box. Teacher moves among the groups to monitor student understanding of the end of the story.*

*Remember I said that authors write stories to share a message or to teach us something. Sometimes the author tells us the message and sometimes we have to figure it out. Did the author tell us the message or lesson from this story or do we need to figure it out? I am thinking that the message in this story, Painted Words, is that you should be kind to others even when they seem different than you are and that friends are more important than things. Talk with your group. What do you think the message in the story might be? Allow students to talk briefly about the message. Have students share out their thinking about the message in the story. Now record on your last post-it note what you think the author’s message is and place it in the “Message” box on our paper. What was the message in the story? (Friends are more important than things.) How does the message help you be a better friend?*

**Work Time:** Remind students of the learning targets. While reading books at their independent level have students record either on post-it notes or in their reader’s notebooks using the organizer to gather information about the beginning, middle, end and the message. While students are working, you will want to either circulate the room, listening in to their reading or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

**Share Time:** Bring students back together and invite them to share their thinking about beginning, middle, end and message of a story from their reader’s notebooks with the whole group.

**Sample Thinking Stems/Anchor Chart:**

Beginning	Middle
End	Message



**Formative Assessment Opportunities:**

- During turn and talk opportunities, observe which students are able to identify the beginning, middle, and end of a story during whole group instruction.
- In small group instruction, ask a different student each day to be the person who identifies the beginning, middle, and end of the text being used.
- When conferring with students, ask them to share the B, M, E, and message of their independent reading text.
- Student written responses to their reading reflect understanding of beginning, middle, end, and message.

**Objective: Students will describe how characters in a story respond to major events and challenges.**

**Lesson Seed # 6**

**Learning Targets:**

I can identify characters in a story. (RL.2.3)

I can describe how different characters react to events and challenges in a story. (RL.2.3)

**Note:** This seed will use the book, The One in the Middle is the Green Kangaroo (CL).

The One in the Middle is the Green Kangaroo should be used during an interactive read aloud prior to the lesson seed using the book. This will allow you to focus on the learning target, not on reading new text. You may choose to use another familiar text with your class. This lesson seed should be repeated with different events in the text.

**Mini-Lesson(s):** (RL.2.3, 2.2, 2.5, 2.10; SL.2.6; L.2.6; W.2.1, 2.3, 2.8) **This seed is intended to span more than one mini-lesson.** Remind students, describing how a character responds or reacts to an event in the story helps us, as readers, to understand what type of person the character is and the character's actions.

Explain that today we will be looking at a character, Freddy, in The One in the Middle is the Green Kangaroo, and how he responds or reacts to events in the story. *As I read, listen to what the author is telling us about Freddy.* Revisit pages 7- 12 of the text. For example, *Freddy is thinking a lot about being in the middle. The text says, he feels like the peanut butter part of a sandwich, squeezed between Mike and Ellen. It doesn't help him much when he gets Mike's old clothes and he had to move in with Mike when Ellen was born. This makes me think that Freddy is feeling like he doesn't really have anything of his own.* Record your thinking of the anchor chart (see below). What do Freddy's actions in chapter 1 tell us about how he feels about being in the middle?

Guided Practice: (this may occur during the next mini-lesson) Provide students with pages 13-22. Have students read these pages with a partner to continue looking at how Freddy is responding or reacting to being in the school play. Students should record their thinking in their reader's notebooks.

Bring students back together and have them share their thinking. Record their ideas on the class anchor chart.

**Work Time:** Have students read pages 23-39 with a partner, charting their thinking on the organizer in their reader's notebook. Encourage students to pay attention to character's responses to events when they read with a partner or independently to see how it helps them understand characters and their actions. This independent practice should only last approximately 20 minutes. Then students transition into other work time activities. After this, students should read books of their choice.

While students are working, you will want to circulate the room, listening in to their reading or pulling small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull a guided reading group.

**Share Time:** Bring students back together to discuss what they noticed about the character and how he responds or reacts to events in the story.

**Sample Thinking Stems/Anchor Chart:**

Character's response to events <u>The One in the Middle is the Green Kangaroo</u>
<ul style="list-style-type: none"><li>• Freddy thinks a lot about being in the middle.</li><li>• Freddy feels like the peanut butter part of the sandwich squeezed between Mike and Ellen.</li><li>• Freddy gets Mike's old clothes.</li><li>• Freddy gives up his room to Ellen and moves in with Mike.</li><li>• Doesn't really feel like he has anything of his own.</li></ul>

**Formative Assessment Opportunities:**

- Students respond to this prompt in their reader's notebooks: Explain how the author helped them understand how a character responds or reacts to events in the story.
- Note if reader's notebook responses reflect understanding of the character's actions and responses from The One in the Middle is the Green Kangaroo.
- Note if students are recognizing actions and responses to major events when working with a partner or independently by listening in on partner conversations or looking at students' reader's notebooks.

**Objective: Students will identify what important information they remember after listening to a section of informational text through oral and written response.**

**Lesson Seed # 7**

**Learning Target:**

I can tell my partner what important information I remember from the text. (RI.2.2)

**Note:** This seed focuses on the procedural steps of the "I Remember" lesson adapted from Linda Hoyt's Revisit, Reflect, Retell. The text being used for this lesson seed is The Encyclopedia of Musical Instruments (R).

**Mini-Lesson(s):** (RI.2.2, 2.1, 2.4, 2.5; SL.2.3, 2.4; L.2.3, 2.4; W.2.2, 2.8) **This seed is intended to span more than one mini-lesson.** Explain to the students that they will listen carefully as you read a passage aloud. *As I read aloud, your job will be to listen carefully and remember information that you find interesting and important to remember.* Read aloud, page 2, from Encyclopedia of Musical Instruments (R). Share with students the points in the text that you remember as most interesting or important by saying "I remember..." For example, *I remember that there are five groups of musical instruments. I also remember that some of the instruments are rare.* Read aloud the next section of the text. *As I read, you will be listening and thinking about interesting or important information and then share with a partner by saying "I remember..."* Read aloud pages 4-5. Have students turn and talk using the thinking stem, "I remember..."

**Guided Practice:** (This may occur during the next mini-lesson) Explain to students that they are going to work with a partner to continue to read through the book and record their thinking in their reader's notebook. Encourage students to pay attention to interesting and important information. Challenge students to share their thoughts and ideas with a partner about things they remember that are interesting or important from the text.

Bring students back together to share their thinking. Record student thoughts on a class anchor chart "I remember...."

**Work Time:** Remind students of the learning target. Students may respond in their reader's notebook. Students will read pages 16-19 with a partner, recording their thinking in their reader's notebook. Encourage students to pay close attention to the importance of the string instruments. This partner or independent practice should take approximately 15 minutes. Then students transition into their other work activities. After this, students should read a book on their independent reading level.

While students are working, you will want to circulate the room, listening in to their reading or pulling small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull a guided reading group.

**Share Time:** Bring students back together to discuss what they recorded as interesting or important facts from the text.

**Sample Thinking Stems/Anchor Chart/Venn Diagram:**

I remember....

**Formative Assessment Opportunities:**

- Ask students to explain to a partner the interesting or important information. Have partners record in their reader's notebook.
- Gather reader's notebooks and analyze responses. Do they reflect the interesting or important information from The Encyclopedia of Musical Instruments (R).

**Objective: Students will identify the main idea of a text.**

**Lesson Seed # 8**

**Learning Target:**

I can identify the main idea of a text. (RI.2.2)

**Note:** It is recommended that you read aloud, Why are the Ice Caps Melting? (CL) prior to the lesson seed. You may choose to use a familiar text with your class. You should repeat this lesson with different excerpts from the same text.

**Mini-Lesson(s):** (RI.2.2, 2.1, 2.4, 2.5, 2.10; SL.2.4, 2.6; L.2.3, 2.5, 2.6; W.2.1, 2.8) **This seed is intended to span more than one lesson.** As we read informational text throughout the year, it is important for us to remember to slow down and read for meaning. This lesson, "Read, Cover, Remember, Retell," will support us as readers to read for meaning. One way to remember what you have read is called, "Read, Cover, Remember, Retell." We are going to try this today. Create an anchor chart with students containing the steps for Read, Cover, Remember, Retell. (1. Find a friend. 2. Read about as much as you think your hand will cover. 3. Cover the text with your hand. 4. Consciously focus on remembering what you read. This is a quiet moment of thinking. 5. Tell your partner what you remember. (It is OK to go back and reread if needed.) 6. Read some more and follow the steps again.) Explain to students



that they are responsible for listening carefully as you read. *Your goal is to remember information you find interesting or important. Remember to listen carefully as I read aloud.* Model the procedure by reading aloud page 4 of Why are the Ice Caps Melting? Model covering the text after reading and thinking aloud about the important information on this page. Think aloud, *Earth is a remarkable place and the only place where the conditions are just right for living things to exist. Earth is a remarkable place and scientists are able to tell that the planet Earth is the only planet where plants, animals and living things can exist.* Revisit pgs. 5-9 of the text. Think aloud: *Gases form a layer around the surface of the Earth called the atmosphere. The gases hold in the heat from the sun. This is known as the "greenhouse effect."* Record your thinking on the anchor chart.

**Guided Practice:** (this may occur during the next mini-lesson) Provide students with pages 10-14 of Why are the Ice Caps Melting? Have students read pages 10-14 with a partner, recording their thinking in their reader's notebook. Encourage the students to remember important information about the text as they read with their partner or independently to notice how this helps them read for meaning. Give students the opportunity to share their thinking with another partnership or the whole group. Record their thinking on the class anchor chart.

**Work Time:** Remind students of the learning target. Have students read pages 15-20. Students will respond in their reader's notebook about important points from the text.

While students are working, you will want to circulate the room, listen in to their reading or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull a guided reading group.

**Thinking Stems/Anchor Charts:**

Read, Cover, Remember, Retell

- 1. Find a friend.
- 2. Read about as much as you think your hand will cover.
- 3. Cover the text with your hand.
- 4. Consciously focus on remembering what you read. This is a quiet moment of thinking.
- 5. Tell your partner what you remember. (It is OK to go back and reread if needed.)
- 6. Read some more and follow the steps again.)

I remember.....

**Formative Assessment:**

- Gather student notebooks and analyze the important information they have written about during work time.
- Analyze the student's notebooks to note if they are capturing the main idea or important information in the text.

**Objective: Students will know and use text features to locate key facts and information in a text.**

### Lesson Seed #9

#### Learning Targets:

I can identify and give examples of text features. (RI.2.5)

I can locate key facts and information about a topic using text features. (RI.2.5)

**Note:** Suggested words to introduce if you have begun using the word splash lesson seed: bobbing, inching, webbed, flaps, and clumsy. These are words used in the article, “Penguins in Motion,” from the Toolkit Texts, Grades 2-3, by Stephanie Harvey. You should repeat this lesson seed with different texts.

**Mini-Lesson(s):** (RI.2.5, 2.1, 2.2, 2.4, 2.10; SL.2.6; L.2.6; W.2.2, 2.7) **This seed is intended to span more than one mini-lesson.** Preview the article, “Penguins in Motion,” from Toolkit Text, Grades 2-3, by Stephanie Harvey. Ask students what they think the article will be about. Explain how text features help us, as readers to locate key facts and information in a text. Create an anchor chart for text features. Include captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons on the chart.

Guided Practice: Remind students as we read today we will use text features to help us locate key facts or information. Provide the students with a copy of the article, “Penguins in Motion,” from Toolkit Text, Grades 2-3, that includes text features. Have students take two minutes to “Look to Notice” the article. Have students share what they notice with a partner. Have students preview the article. Ask students to turn and talk about how the text features will help them read the article. Be sure to point out how the headings help organize the information and make it easier for the reader to locate information. Then, read the text aloud stopping after each section to discuss students’ thinking. *What did you learn in this section? What do you think is important to remember?* After reading have students turn and talk to a partner about what they have heard from the read aloud.

**Work Time:** Remind students of the learning target. Remind students that good readers use text features to locate key information. Using the sentence starter “Where would you find...” ask students a series of questions where they have to quickly locate information using the text features.

- Where would you find information about walking on land?
- Where would you find information about how penguins swim?
- Where would you find information about how penguins fly?

Students will also read text that is at their independent reading level. Encourage students to pay close attention to how the text features support the understanding of the text. While students are working, you will want to circulate the room, listen in to their reading and pull small groups of students to provide focus group instruction for students who need additional support. This is also the time when you would pull a guided reading group.

**Share Time:** Bring students back together to share their ideas about how they were able to use text features to locate key facts and information in a text.

**Thinking Stems/Anchor Chart:**

<b>Text Features</b>	
<b>captions</b>	<b>A title of a picture or illustration in an article or chapter of a book</b>
<b>bold print</b>	<b>Print in bold</b>
<b>subheadings</b>	<b>The title of a subdivision of an article</b>
<b>glossaries</b>	<b>A list of words with the definition</b>
<b>indexes</b>	<b>Topics in list</b>
<b>electronic menus</b>	<b>Start menu</b>
<b>icons</b>	<b>A picture, image or representation</b>

**Formative Assessment Opportunities:**

- Listen to students while they are reading independently and make note of the following: Can they identify various text features? Can they explain the purpose of a text feature? Can they use the text feature to locate information?
- Performance Task: Provide students with an informational text. Have them identify a text feature and describe in writing the information that this text feature gives. Then have them explain how they can use that text feature to locate information.

**Suggested Instructional Texts:**

Rigby (R), Classroom Library (CL), Text Exemplar (E), Science (S), Social Studies (SS) Toolkit Text (TT)  
[www.readworks.org](http://www.readworks.org) (RW)

Literary	Informational
Marianthe's Story Painted Words (E)	First Discovery Dogs (CL)
The One in the Middle is the Green Kangaroo (CL)	The Encyclopedia of Musical Instruments (R)
Don't Laugh at Me (Rainbow Reading Books)	Why are the Ice Caps Melting? (CL)
Poppleton in Winter (E)	"Penguins in Motion" (TT)

**Additional Professional Resources:**

- Calkins, Lucy. (2011). A Curriculum Plan for the Reading Workshop.
- Dorn, Linda J. and Soffos, Carla. (2005). Teaching for Deep Comprehension, A Reading Workshop Approach...
- Goudvis, Anne. and Harvey, Stephanie. (2008). The Primary Comprehension Toolkit.
- Goudvis, Anne. And Harvey, Stephanie. (2007). Toolkit Texts.
- Hoyt, Linda. (1999). Revisit, Reflect, Retell.
- Mentoring Minds. (2010). Common Core Standards and Strategies Flip Chart Grade 2.
- McGregor, Tanny. (2007). Comprehension Connections.
- Pinnell, Gay Su & Fountas, Irene. (2004). Sing a Song of Poetry Grade 2.
- Taberski, Sharon. (2011). Comprehension from the Ground Up.
- [www.achievethecore.org](http://www.achievethecore.org)

**Websites:**

[www.theminipage.com](http://www.theminipage.com) – This is website could be used for additional informational reading passages.  
[www.pbskids.org](http://www.pbskids.org)  
[www.timeforkids.com](http://www.timeforkids.com)

**Resources for Tier II & Tier III Interventions**

- JCPS Response to Interventions website:  
<http://www.jefferson.k12.ky.us/Departments/Gheens/RTI/RtI.html>
- Interventioncentral.org: <http://www.interventioncentral.org/>
- Readworks.org (K-6 reading lessons and passages): <http://www.readworks.org/>
- Literacyleader.com (lessons and resources): <http://www.literacyleader.com/>

Name \_\_\_\_\_



My thinking about ... \_\_\_\_\_ (Title)



Text

Thinking